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The Relevance Of The Humanities

(Luncheon Address, June 25, 1954, to the Sixth College English Association Institute, The Kellogg Center for Continuing Education, Michigan State College)

Dr. Goldberg has given me a double assignment this noon; the first to give you a report of this morning's seminar on how the professor views the businessman, and the second to talk briefly about the antagonism, if any, between the humanities and the social sciences.

Unlike most of the speakers thus far, who have told you how unqualified they were to deal with their chosen subjects, I am happy to say that I am fully qualified to discuss either one of these baffling topics — for I am neither a businessman nor a professor nor a social scientist, but rather a humanist. If you are unfamiliar with this term, it is one used by Mike Daugherty of the American Council of Learned Societies to describe someone who makes his living by preying off the humanities but doesn't know enough about them to be a humanist.

Incidentally, I can also give you the definition of another word which has caused some trouble so far in this conference, which is "technicized." After yesterday's tour, it seems quite apparent that the members of a "technicized society" are those who get driven through the Oldsmobile plant in buses while the non-members walk.

In terms of the conflict contained in my two subjects, I fall in middle ground; yet I suspect this is true of most of us here. It is curious to watch how this audience changes as different people get up to address it. At one moment we are a group of professors emeritus gathered in the faculty club, enjoying a good joke on the vulgar businessman. Then another speaker rises and we become a service luncheon, being exhorted to get in there and fight for good citizenship. Then the scene shifts again and we turn out to be the graduating class at Commencement, listening to the baccalaureate.

It would seem far more likely that none of us fall in air-tight categories but into the gaps — where you find professions like mine, half-way between journalism and respectability. At our seminar this morning the proportion turned out to be about ten

professors to fourteen businessmen, but the businessman on our panel had to confess that he was not really a proper businessman at all. He doesn't play golf, he plays cello; and he and a group of friends form something they call the Deja-vu Quartet — which means that while playing a piece they have the feeling they've heard it somewhere before.

And, of course, it is to represent the in-betweeners that such people as myself get invited to conferences, tame lowbrows who can raise trouble without getting too deeply involved in it, and whose affairs are not so important that they have to leave in the middle and catch airplanes.

For example, I must say I am perplexed at the amount of time we have spent either in commercials for each other or in pious self-congratulation. Who do we think we are talking to? Like the Russians, we seem to be using the conference table as a sounding board, haranguing one another as though our listeners were the general public.

I am surprised at this evidence of such a need to assure one another that we are all doing a Good Thing. Isn't it fair to assume that if we didn't think so we wouldn't be here? Is it necessary to surround ourselves with such a rosy glow?

To my own mind, the glow should not be at all so rosy. If you must divide meetings like this into professors and businessmen, then you would have to say of this Institute that — as usual in joint conferences — they are both trying to outdo one another in reverse protective coloration. The professors have been talking very practically, not to say aggressively, about the funds they need; while the businessmen have not been able to stop telling us about profound human and spiritual values without which our civilization could not survive.

This is delightful, but it is somewhat pointless. As Adlai Stevenson once said during the late political unpleasantness, quoting the old-time machine politician: "I know we're neutral, but who are we neutral against?"

It would be possible to tell one

side from the other in different ways. For instance, you could say that the humanists in this group have shown that they possess a kind of mellow skepticism, but that they are short on a quality for which the businessmen present have distinguished themselves — which is good will. On that score I do not think you could deny that the businessmen among us have come off the better.

I must also admit I am disconcerted, though not wholly surprised, at the amount of veiled impoliteness with which both sides have punished their opponents with floods of rhetoric. I thought we were very impolite to Oldsmobile yesterday — and that we were suitably rewarded.

Aren't there more concrete ways of browbeating one another than we have so far discovered? Both parties to this meeting seem to me to have come here because they don't like the present state of affairs — one in which (to quote a recent bulletin of the American Association of University Professors) 90 per cent of the outside monies for education go to the natural sciences, and only 10 per cent to the humanities and social sciences (with, I need hardly add, the humanities getting the smaller share).

The businessmen quite obviously feel that this distribution of support is not producing the kind of society they want to see. The humanist educators feel that such an excessive imbalance is revolutionary (or at least contrary to national tradition, and destructive of what they have always understood the aims of education to be).

Our position is very much like that of the unfortunate grasshopper, who spent the entire summer in song; then, as fall came on, he began to be worried. He went to a friend of his who was an ant, and said, "Look, I have a problem I wonder if you could help me with. You see I'm an artist, a liberal arts man, and I just haven't had the opportunity to store away food for the winter. I was thinking if maybe I could become an ant for awhile, just to tide me over . . ."

"Well," said the ant, "I don't

mean to tell you how to run your life; but frankly, this ant business has been vastly overrated. There are so many people down there, and it gets so cold, and we don't always have enough to eat either. If you want to know what I think you should be, it isn't an ant but a cockroach. They really have it made — sit indoors all the time, where it's nice and warm, and people are always dropping food around."

"You convince me," said the grasshopper. "I'll do just as you say. How do I go about becoming a cockroach?"

"That," said the ant, "is an administrative decision. I merely advise on policy."

Now most of us are here only to advise, but it seems to me unrealistic to hide the dissatisfaction many of us feel, especially with the decision on the part of American society represented by that 90 to 10 contrast in percentages.

Mr. J. Wilson Newman, President of Dunn and Bradstreet, said yesterday that there should be no room here for by-play, that the businessman is not concerned with the intramural row between the social-science (or technical) approach and the traditionally cultural (or humanistic) approach. But if that is true then why has there been so much talk here about business dissatisfaction with the technical approach, and why are we here at all?

Granted the businessman has a fair complaint, since he is so often asked to joint conferences like this one only to have to listen to academics practicing their indoor sport of massacring one another's specialties. But these, gentlemen, are deep differences of opinion, deeply held, by honest and intelligent men. You might help them better — and they might better help you — if they could explain to you what the argument is about, and how it all started, and why it is serious.

To begin with, there is a very real fear among humanists that the social sciences are trying to take over. It is paradoxical, at a time when the physical scientists have become increasingly modest in

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THE RELEVANCE

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their philosophical claims, that there are social scientists who have inherited some of the old-time arrogance — and talk about predicting and controlling human affairs by "laws". This has an understandable appeal to the business specialists in "human relations," who have their own specific and annoying problems. It causes them to lend a sympathetic ear — as William H. Whyte, Jr. has so ably shown in his *Fortune* articles — to the social scientists who try to emulate the methods of the laboratory.

But the results are disconcerting and some of them give social science a very bad name. I remember when the magazine I work for once sent a writer to do an article on the Ford Foundation; and he returned, saying, "There's one sentence I never want to hear again in my life, and that's — 'We want to know what makes people tick.' I sure hope they never find out."

For long ago the social sciences, growing up together with nine-

teenth century Liberalism, achieved their great successes by intervening in society, reforming it, overturning obsolete institutions, and refusing to let the status quo stay put. And early sociologists like William Graham Sumner were sometimes very skeptical of what he called this "greatest folly of which a man is capable, to sit down with a slate and pencil, to make a new social world."

But that sense of society that Sumner had, as more dynamic than our feeble efforts to manipulate it, was lost sight of in the procession of one manipulative success after another—culminating, of course, in the successes of the New Deal period. It is only now, in a very different kind of time, that we are beginning to discover how many of these liberal and scientific swords of righteousness are double-edged — how, to pick the most obvious and terrifying example, the reduction of diseases may merely exacerbate the world's poverty and hunger by increasing the number of people.

So we are now recapturing some of that sense of humility before society's multifarious energies that the humanist could, or should, have possessed all along. "Some people prefer to learn by experience," as Bismarck said. "I prefer to learn by other people's experience." That is what literature and history is about, and it should be the humanists' watchword.

So also are the social scientists, therefore, beginning to realize that they may have been caught in a trap by trying to mimic the nineteenth-century models of physics and chemistry — and to realize also how useless is the platitude about "advanced" physical sciences and "lagging" social sciences. The social inventions we chiefly rely on are not made by social scientists but by society, which makes many of them up on its own; and social science itself is beginning to benefit enormously from the renewed curiosity about the inventions of industrial society shown by social scientists like David Riesman and his associates, who are as much humanists as they are scientists.

If we must have a distinction, where the object of the natural scientist is to control the physical world, the humanist's object is to understand the social and individual world.

Therefore if industry were to buy liberal education as though it were a product — in the expectation of getting graduates as a by-product with a trained ability to control people — then the bargain would be fraudulent on both sides. Obviously, from the good will they have shown here and on similar

Interim Report On The Kellogg Conference

Over 200 representatives of industry and the liberal arts met for two days at this sixth College English Assn. Institute for Industry-Liberal Arts Exchange to discuss the theme "Industry and Liberal Arts: Reducing the Gap." Part of our experience — a part especially valuable in that it helped keep our thinking about industry from becoming too abstract — was an afternoon and evening spent as guests of the Oldsmobile Division of General Motors Corporation; we saw the production line turning out 90 cars an hour and developed a healthy respect for the planning and split-second control which made it possible.

The Man of Perspective and Vision

We heard, as we had heard last October at Corning, that industry needs and seeks the broad man, of perspective and vision, whatever his background — and we heard from Milton Enzer of Yale and Towne, John Tolbert of Socony-Vacuum, and many others that industry looks to the liberal

arts to supply such men. As Harry Knight of Booz-Allen & Hamilton said, if anyone is to lead an important segment of American free society, he should know that society and its relationships, he should know his relationship to it, he should know men — and the liberal arts will give him such a background.

Again and again, however, the emphasis was shifted from the liberal arts curriculum to the liberal arts teacher: it is the approach of the teacher and (as Dean Burdard of M. I. T. put it) the cast of mind developed in the student, not the subject-matter, that makes a liberal education. President Jean Paul Mather of the University of Massachusetts said "Humanity" is defined best through the most intangible of intangibles, good teaching." He said he is looking for men to do that good teaching; his goal is a staff of generalists hired and paid as "distinguished professors" to make the ideal of liberal ed-

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occasions, businessmen are going to do something about the 90 to 10 imbalance in educational support. But what we outsiders are concerned with is that whatever is done not be done on a fake basis, but on one of developed and exchanged realization of what each side is up to, and needs.

Here the humanist has the most difficult time of all; for he needs so little in the way of tools — paper, pencil, perhaps a few books; his necessities are few indeed compared to his educational competitors. The social scientists have long since learned from the natural sciences the secret of endless projects with a kind of pseudo-practical relevance. It is the best way of all to get someone else to pay for something you want to do anyhow under the impression you are doing something quite different, but it is all too often — even in the physical sciences — a way of evading the proposition that true research, the discovery of the unknown, can rarely be organized in advance.

Pity the poor humanist! He cannot fake such practical motives, and even if he could he would hardly be believed. Thus you must forgive his misgivings when you talk to him about "usefulness." Of course the humanities are useful; there are no studies more useful; but their usefulness is not the reason for supporting them. If they are not worth supporting for their own sake, for their central relevance to mankind's condition, then they hardly seem to me worth supporting at all.

On the panel this morning, our

businessman who plays the cello plainly a person who is cultured enough to feel he should apologize for it — warned us against the defense of culture for culture's sake. In respectful disagreement, I venture to say that what he was really objecting to was the culture-mongering of professors who use their culture as a stick with which to beat up non-professors — which is not culture at all, but merely bad manners.

And is this not, on both sides, an example of what Mr. Newman meant yesterday when he talked about our mutual inferiority complexes? What a lack of confidence in the humanities you would think there was on the part of their proponents! Rather than belabor these artificial contrasts, would we not do better to visualize ourselves as common members of a common society — one, in this case, with a common problem in its distorted pattern of educational subsidy! We cannot, in any event, ask for support for the humanities on any other grounds than our own belief in the liberal arts as a high order of human activity, one without which a civilization may indeed survive but never call itself great.

My own good fortune at these meetings lies also in the fact that I am one of the few people here who can offer you a chance to support both business and the liberal arts in the same act; all you have to do is subscribe to *Harper's Magazine*.

ERIC LARRABEE
Assoc. Editor, *Harper's*

INTERIM REPORT (Continued From Page 2)

ucation real at his university. He'd rather work toward that goal than concentrate on new plant and equipment to be used by professors who are intellectual zombies "Don't fill our shiny new tin cans with half-baked beans."

No Intellectual Zombies

There is much to be done within the liberal arts college itself to weed out super-specialization; the intellectual zombies referred to by President Mather are professors who teach liberal subject-matter with the narrowest possible point of view (such as the "card-index method" of teaching Hamlet.) Harry T. Fuller of the Department of Botany, University of Illinois, showed concern for the future of the liberal arts if such super-specialization continues within it. He reported that he had prepared a list of 10 names to be identified — including Renaissance, Magna Charta, Voltaire, Plato, Monroe Doctrine — and had gone through the list with the last 14 Ph. D. candidates (all, of course, in the liberal arts) on whose examination committees he had served. On the average, the candidates were able to identify 3½ out of the 10.

For the Country Gentleman: A Dwindling Market

The CEA Institute at The Kellogg Center made it clear that the liberal arts can be too strict in holding to the line of a curricular definition of what makes a liberal arts education. President Francis Horn of Pratt Institute and several industrial representatives brought out the fact that a liberal cast of mind can hardly be tainted by a course or two of immediate usefulness to the liberal arts graduate seeking a job in industry. President Mather said that every study is a potential humanity, even professional studies, depending on the approach of the teacher.

Two of the industrial men pointed to an unrealistic attitude that "we of the liberal arts are liberal, we are 100% liberal, no one else is liberal at all, we must hold this line at all costs" as one of the grave dangers to the future of the liberal arts. And President Robert Ward McEwen of Hamilton College respectfully suggested to those colleges which seem to be trying to turn out Eighteenth Century country gentlemen that in 1954 the market for Eighteenth Century country gentlemen is dwindling.

Broadened Approach

The approach of the Kellogg Conference was broader than any of the other five—through the added dimension of the point of view of labor vitally represented by

Mark Starr of ILGWU and Brendan Sexton of UAW; through the inclusion of the perspective of many scientists and engineers (notably Sereck H. Fox, Vice President in Charge of Pharmaceutical Research and Control, R. P. Scherer Corporation; David A. Shepard, Member of the Board of Directors, Standard Oil Company of New Jersey; and Professor Fuller); through the challenging societal orientation provided by Reuel Denney (collaborator with David Riesman on *The Lonely Crowd* and *Faces in the Crowd*) and by social psychologist Peter Siegle and educational philosopher George Barton; and through the approach to liberal education as a responsibility continuing beyond the teaching of adolescents in degree programs, presented throughout the conference and at a special one-day meeting preceding it by John B. Schwertman and his staff of the Center for the Study of Liberal Education for Adults.

The tone of the institute was one of friendly, perceptive cooperation. There were arguments this time, but they ended in friendships. I'd say the pace was a bit more relaxed than at Corning; there was time to look at the rose gardens and to talk about something besides shop. Our personal high point of the trip came in a small group in our room after hours when A. M. Sullivan (Dun and Bradstreet; *Dun's Review* and *Modern Industry*) recited traditional Irish poetry in the Gaelic and talked of its symbolism. I didn't notice any gab in the group in the room, made up of people from Miami, Denison, Ohio State, Goodyear, Owens-Corning Fiberglass, Syracuse, Wayne, Chicago.

Building for the Future

It became increasingly apparent during these two days that the CEA Institute is developing an intangible cohesive spirit — the spirit of the Corning Institute continued, broadened, and extended — a spirit based on common goals, mutual understanding, mutual trust, personal friendship, and the stimulating interplay of alert minds.

It has been obvious to many of us that after Corning could come only anti-climax or the crystallization of something more permanent and more powerful than the individual CEA Institute had been or thought of being. There was no anti-climax. Where originally we spoke of possible future developments, we must now speak of building solidly for the future.

From now on, we have a continuing CEA Institute, extending its range and activities as it grows. It has proved its worth, and earned the support in time, energy,

Industry and the Liberal Arts: Getting at the Facts

Lehigh University, Bethlehem, Pennsylvania, 18 November, 1954

The six major CEA Institute conferences already held have succeeded admirably in establishing a basis of common interest and of agreement on the principles, problems, and issues involved in Industry-liberal Arts exchange. On that foundation we can build for intensive discussion of specifics for future action.

As one step, The CEA Institute for Industry Liberal Arts Exchange is sponsoring, with Lehigh University and the Pennsylvania Committee for The CEA Institute, an exploratory, invitational symposium to be held at Lehigh University, Friday, November 19, 1954. The theme for the symposium is, "Industry and the Liberal Arts: Getting at the Facts".

This meeting and its theme are direct developments of a trend which appeared to limited extent at The 1953 Institute conference in The Corning Glass Center, and became pronounced at the 1954 CEA Institute conference (Oldsmobile and The Kellogg Center at Michigan State College.)

The purpose of the Lehigh Symposium is to develop this trend by bringing together a small group of people from industry and education to try to determine what facts are available, and what kinds of facts are relevant, whether now available or not, and to find ways to increase the body of facts which can guide the course of future CEA Institute-sponsored Industry-Liberal Arts Exchange. It is hoped that the discussions at Lehigh will help furnish the bases for the sessions at the 1955 national CEA Institute, to be held April 5, 6, 7, in Schenectady, New York, with Union College and The General Electric Company as hosts.

The Symposium Program is being built around such questions as these:

1. What Are the Facts about Employment of Arts Graduates in Industry?
2. What Are the Facts about Placing Arts Graduates in Industry?

ideas, and funds of any firm, foundation, or individual interested in its goals. It already has a great accomplishment on the record in the first six institutes and the many publications and other activities growing out of them — but what has gone on the record is just a beginning.

JOHN BALL
Miami University
Academic Chairman for Ohio, the CEA Committee for Industry Liberal Arts Exchange

3. What Are the Facts about Efforts to Acquaint Arts Faculty Members with Business and Industry?

4. What Are the Facts of Liberal Arts Education for Adults in Industry and Business?

5. What Additional Facts Do We Need to Know about Arts-Industry Cooperation?

Glenn J. Christensen, Director of the Bureau of Research at Lehigh, is setting up the conference. Robert N. Hilkert, Vice President of the Federal Reserve Bank at Philadelphia, and Bruce Dearing (Swarthmore), of the national CEA board of directors, as co-chairmen of the Pennsylvania Committee for The CEA Institute, are sponsors. Maxwell H. Goldberg, national CEA Institute director, is coordinator. John P. Tolbert, Socony-Vacuum and member of the Committee on CEA Institute Development, is consultant.

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Efforts are currently being made to encourage English majors to enter business and to encourage business to welcome English majors. As a part of this campaign businessmen are issuing statements in praise of the English major in business (some limit their commendation to a man "proficient in the use of the English language"), and undergraduates thinking of a business career are urged to major in English. All this is excellent: business needs the liberalizing influence of the English major, and the English major certainly needs the steady job offered in business. The advantages to both are numerous and undisputed. It is perhaps because the disadvantages are obvious that they have been quietly passed by; but disadvantages there are, and more of the drum-beaters should become aware of them and should reflect on ways to minimize them or to eliminate them.

Let it be remembered that I am a teacher of English and that it is to my professional advantage that as many students as possible become English majors: the more students who need instruction in English, for whatever reason, the greater the demand for my services. For this reason, and because I consider the curriculum required of the English major the most widely educational and at the same time the most highly delightful of studies, I do not want to discourage anyone from enrollment in all the English courses he wants.

Headaches and Heartaches, Too

But I am also a teacher of English who, as an English major (with a minor in accounting as well as in French and Latin), worked for many years in business; and I have seen the headaches and the heartaches as well as the glamour and the glory of the English major in business. Let it be remembered also, in what follows, that I am not disparaging the business world, nor the people in it, and I am most definitely not suggesting that English majors, or anyone else, avoid a career in business. My purpose here is merely to outline possible difficulties and to suggest that certain problems need solving.

The most serious problem facing the English major in the business world is that he is oriented towards the liberal arts, and his new world is oriented towards profits. This is not the place to quarrel over the merits of these approaches, nor to say that they are irreconcilable, but it is important to recognize that the difference exists. The new employee has been trained in esthetics and literary appreciation; his new employer cares about neither, and is, natur-

ally enough, interested chiefly in how he can make the most financially of his investment in the worker. Only if the employee quickly adapts himself to his new environment will he be welcome. He is not paid for his ability to quote Shakespeare; he is paid because his employer hopes that by reason of this knowledge of Shakespeare (among other things) the English major will do better whatever job he is assigned.

Living Two Lives

The English major in business is frequently forced, therefore, if only to get along in his new community, to live two lives — one of hard-headed common sense on the job and another of art and literature in the evenings and on weekends. There is about this nothing unusual and nothing inherently pernicious. Many a well-adjusted man renews himself by a change of occupation in his leisure hours, and Lamb and Hawthorne, among others, proved that a counting house need not stifle extracurricular artistic activities. But the English major may be discouraged when he finds his business associates all too often not interested in what is to him valuable and fascinating. He learns to expect disapproval or a blank stare when he tries a quotation from Chaucer or Housman as a learned pleasantry.

If the workday hours are closed to intellectual and artistic discussion, so increasingly will be the leisure hours. The ambitious man, for example, may wish to read in his spare time the books he just never got around to in college — Aristophanes, Goethe, Proust, or another — and perhaps he does; but to what avail? Who of his new associates is interested in anything more than best sellers? His old college friends have drifted to other towns, other jobs. He no longer has the college community, the instructors, or classroom discussion to guide him and to encourage him.

BUSINESS, PLEASURE, OR BOTH?

Editor's Note: The author's qualifications to write on "Business, Pleasure, or Both?" include an undergraduate minor in accounting and post-graduate courses in auditing and cost accounting. He is a graduate of the International Accountants Society. He has been employed (1) by a small auto parts business (8 employees) as credit manager and accountant (2) by a medium-sized electrical appliances and supplies wholesaler (60 employees) as sales promotion manager and secretary; and (3) by a large iron works and shipbuilding corporation (30,000 or

more employees) as chief assistant to the auditor. In positions 1 and 2 he saw something of advertising and sales; and in position 1 he saw something of management — and everything else, as is usual in a small concern.

He was also an English major, and before he began his business career, he had spent one year in the graduate study of English and one year in the teaching of English. As an English major with long and intimate experience with many business houses, he is especially well qualified to comment on the problem at hand.

To read a book which no one else reads or is interested in soon becomes a sterile occupation, like solitaire played when passers-by do not even know the names of the cards. Under such conditions sol always wins. The temptation to settle down to conformity and a life of bridge and racing forms is strong. He may enroll in a Great Books program, may in desperation go to a class in night school or subscribe to a correspondence course — anything to keep alive the spark of his pleasure in books and reading; but he finds himself more and more helpless in a culture which does not value a knowledge of Fielding or Faulkner so much as it values a knowledge of "I Love Lucy" or the second-round score of Sammy Sneed.

Obeisance to Babbitty

Another aspect of the divided nature of the business and cultural worlds is that in business, more perhaps than in other occupations, one is often forced to hypocrisy; for in a world where Babbitt is not dead, obeisance to Babbitty is expected. Babbitts appear as co-workers, suppliers, customers, and competitors. Except possibly among competitors it is necessary to repress a natural scorn of the master of the glad hand and the soft soap. True, to be an English major is not a prerequisite for scorning the Babbitts, but it helps. And to his amazement the new arrival in the business world will see that the Babbitts are thriving: the reason there are so many Babbitts is that it pays. He may even consider becoming something of a Babbitt himself.

If he goes into the business world still believing the Horatio Alger myth, he is due for a shock. Hard work, great ability, and observance of the rules still bring success to the few. But the English major in business is likely to see many incompetents in high places and many brilliant men in subordinate positions. He may see

the son, or another relative, of the boss work his way up to a vice-presidency in three months. He may see himself and others like himself given promotions and increases in salary rarely and grudgingly.

Few Become Folgers

The enormous financial reward of business life is another myth the English major will see shattered. The chief executives are of course well paid, and the English major may be on his way to join their ranks, saying to himself that he can endure a great deal of other unpleasantnesses for the sake of the high salary he will find only in business. He pictures himself as a Folger, working away at his job, amassing a fortune, and being free in his ample spare time to enjoy his rare editions in the panelled library of his estate. But when in real life the checks come in after two years, ten, and twenty, and he is still barely able to keep up with ever-advancing living costs, he looks with dismay at his small library which has in it not a single first edition. He even begins to envy his former friends who went into teaching; they are not getting rich either, but they seem to enjoy themselves.

If the English major is frequently not happy in the business world, the business world, despite its protestations, is frequently not happy with the English major. The big, hearty business man simply cannot imagine why anyone would fool around with books when he could be down at the club. He may feel that the English major is under-sexed, or wrongly sexed. He has a sneaking respect for culture — that's why he hired this pantywaist in the first place — but he does not want artiness getting in the way of profits.

What to Do?

Now that I have surveyed some of the possible conflicts of interest between the business world and the English major in business, I realize that I have occasionally exaggerated, but I have done so only to make a point immediately clear. I realize also that conditions may have changed since I was a close observer of the business scene and a part of it. I am happy to admit that this is possible. Certainly there are more exceptions to the generalizations above than there once were.

What is to be done? I have few specific suggestions and am concerned here chiefly to point the way by which others may find solutions. Solutions will come, I believe, not by high-sounding declarations that the problem does not exist, but by intelligent recognition both by business and the Eng-

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Reducing the Gaps - But Which?

I was greatly stimulated at the sessions I attended at East Lansing, and it was disappointing not to be able to attend other sessions that ran concurrently. It was frustrating to be forced to make difficult choices.

In reporting this conclave at one of our officers' meetings I remarked that I have attended no conferences among bankers which gave me such deep satisfaction and rare enjoyment. I liked the people, I liked what they are doing, and I liked the way they go about their business of solving problems.

Settle Family Troubles at Home

One situation rather surprised me. I had thought that the "big gap" that is supposed to exist is between industry and the college. I came away with the feeling that the gaps existing between professors and other professors will be more difficult to reduce than those between professors and businessmen. I am not referring to gaps

BUSINESS, PLEASURE (Continued From Page 4)

lish major that a few problems as well as innumerable advantages will occur in their relationship. Each must realize that the other has possible shortcomings along with considerable merit. Clearly, if the English major expects to find business a golden apple ripe for his picking, he had best choose another occupation. If he cannot tolerate a certain amount of Babbitty, he will probably find that it is not just business which will make him unhappy, but almost any career he undertakes.

The business firm, in its turn, should remember all the glowing accounts of the possibilities and the achievements of the English major in business, but at the same time should recognize his special adjustment problems and do whatever it can to smooth his road. To utilize efficiently the special abilities and potentialities of the English major, management should not keep him long at routine, unrewarding tasks, but should give him early opportunity at a responsible position. He is not asking for special favors; but when he sees himself appreciated and being welcomed into the business community, he will be better equipped to make his adjustments. He will then be not a bitter enemy of business, especially of the firm he works for, but will be a valuable friend to business; and, more than a man of different training, he will be likely to develop into an executive of the highest caliber.

HOWARD A. BURTON
Purdue University

Wanted: More Institutes

between professors of "the humanities" and professors of business administration. Those I could understand. The real gaps appear to occur among professors who do not agree on what is meant by "the liberal arts," "the humanities," "general education," etc.

I feel rather sure that most businessmen will have little enthusiasm for professorial discussions of whether, in the eyes of college dignitaries, the philosophers and the sociologists are equal in academic respectability. We may find it difficult to join more closely with professors who appear to be so far apart themselves. The seminar sessions that I happened to attend were dominated by professors, and erudition seemed to be the order of the day. But then, I am a brash sort of fellow; so I just pitched in anyway — and it was fun. In discussions having to do with "education of the individual for executive leadership" most of the time was taken up with discourses by the professors on "whom do we mean by the 'individual'?"

To the businessman the individual, for the purposes of this conference, was just an intelligent, young college man who contemplates a business career. That just shows how naïve a businessman can be. We never did agree on who this individual was; so of course we never got to "executive leadership." This is one reason why we need more conferences.

Converting the Converted

My judgment is that academic members of the conference (judged by the small sampling I was able to hear) felt very little obligation to endeavor to be convincing to the businessmen present concerning the values of the liberal arts type of education as preparation for a business career. When they did attempt to point out values, the manner and style took forms not readily understood by the typical businessman. It is no great feat for professors to be reasonably convincing to the type of businessman who himself has something of an academic mind. But let's face it—the professors do have an obligation to discuss their points of view in a language that is more nearly the language of the businessman.

It is a bit strange for the English professor to make claims about the value of English because of the necessity for "clear communication," and then be unable himself to communicate with an important segment of our population, the businessmen.

Little support will be forthcoming from businessmen if an objec-

tive of English teaching is to produce graduates who will speak and write like English professors. We want the graduates going into business to be able to speak and write like businessmen. Good writing is not necessarily professional writing. Good writing takes many forms. The same applies to speech.

Polishing Heads or Sharpening Points?

Perhaps this was a "brass tacks" conference. One wonders, however, whether more attention was given by some to polishing the heads than to sharpening the points.

It is still rather obvious to me that some professors shudder at the very thought of looking upon their courses as "useful," or as having "vocational value." To me this is pure snobbery. Hell's bells, when a professor of the philosophy of art earns his own living by teaching it, then for him the philosophy of art is useful and it is vocational. If a liberal arts background is not going to be useful to me in the pursuit of my vocation, which is a very important part of my life, then what is the point of it all?

Let's get down from our high horse. Assume that it is true that our free society is dependent upon the preservation of the liberal arts, doesn't such preservation come within the realm of "practical affairs"? Is it suggested that the liberal arts curriculum and the liberal arts colleges will be saved by the impractically minded? What happened to Greek and Latin in our preparatory school and our college curricula? Were these languages, as subjects to be studied by the typical student, "saved" by the professors? No, those subjects are out — for good or for ill.

Needed: Give and Take

I am suggesting that the gap is going to be reduced only by a meeting of the minds, a process which will require the businessman to give up some of his ideas which are "wholly practical," and which will likewise require the professor to give up some of his ideas which he loves to proclaim as quite impractical in the everyday sense of the term. This involves changes of attitude on both sides. At various points, it seemed to me, the professors felt that changes in attitude should come only from the businessmen.

Most important in getting anywhere in the solution of the basic problem is the question of communication. Two camps are in the business of convincing each other. I feel reasonably sure the language used by the businessmen was readily understood by the professor. I

am doubtful that most businessmen understood the language and style of the professor.

The language of the professor was in greatest evidence at the seminar sessions, where we should, of all places, have begun to understand each other. It was here that the businessmen began to "fold up." Few of us can hold our own in the academic league; so we tend to keep quiet, and just listen. Of course listening is an art and a skill, too!

More Conferences Needed

These thoughts merely add up to the point that more conferences are needed. The great feat of these conferences is that we are getting together. I believe there is little chance that we shall "fall apart," but if we do it will be because we are unable to conquer the fear of becoming practically minded.

ROBERT N. HILKERT

Vice President

Federal Reserve Bank of Phila.

Ineffable: But Not Invalid

I hope you have a big deep-freeze. Whenever the inevitable frustrations in programming, sponsoring, exhorting, substituting, and juggling beguile you to give up, open another compartment of that deep-freeze; take out one of your own memories of the sixth institute. As it thaws, its warmth will certainly frustrate the beguiling frustration.

Do you recall some pretty bald accusations made Friday evening, June 25, that we had done little more than circle from definition to exploration to definition? I do not believe it.

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Why the commercial?

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There's only one difference between a dashing DeSoto and liberal arts: one's tangible.

I know why I want you educators and us businessmen to keep at the "Industry-Liberal Arts Exchange." The product you have to sell has value: a free and curious mankind. Is that reason invalid merely because the value is ineffable?

H. H. HARRISON, JR.

Assistant Director

Conf. of Business Management

Chrysler Corporation

Time For A Truce

It seems to me that we who are on the Liberal Arts side of the educational fence should begin to realize that all so-called "professional Educators" are not intellectual traitors, devoted with single-minded ferocity to the cause of sabotaging our feeble efforts to give our students a liberal education. True, the Education Departments of many universities and colleges have assumed too influential a role in dictating what prospective teachers should and should not know, particularly regarding the number of hours of purely professional training that are needed, in proportion to "subject matter" courses.

The influence of the Educators has also made itself felt in the requirements that are set up by the various State Boards of Education, generally to the detriment of the purely liberal arts aspect of the student's curriculum. And now we find that they are muscling in on our territory again, watering down our General Education programs — regarded by many of us as our last chance to be saved in an intellectually hostile world — sightseeing trips through a vague vista of professorial generalizations.

Signs of Truce

What I am wondering about is whether there might be some possibility of cooperative action between us and the Educators. Uncompromising as their behavior towards us has been in the past, I believe that there are some visible signs that they are ready for a truce — if we are. And the scene of that truce might very well be in the area of General Education which is becoming our latest worry. The professional people know that good General Education programs are needed, and they also know that we are the ones who are going to have to provide these programs.

A committee set up by the American Association of Colleges for Teacher Education has strongly recommended that all faculty members be called upon to cooperate fully in the creation of sorely needed General Education programs in the teachers colleges. A report of this committee, summarized in Benjamin Fine's "Education in Review" column in the April 5, 1953, edition of the New York Sunday Times, sounded far from hostile. In fact, it almost made one think that the Educators actually are making overtures to us egg-heads for help.

Forget The Spilt Milk

I thing that we would be very

foolish not to take advantage of any opportunity to cooperate with the Educators, especially if, as they seem to have done, they ask us first. I feel also that the time for mutual recriminations and crying about lost battles is over, and that we must at least begin to realize that both sides are really fighting for the same objective — the education of our young people to take over the responsibilities of preserving western civilization as we know it. Perhaps the most important phase of this educational process, at least on the higher level, is the General Education program, and I think that the Educators realize that this program can never be successful without the whole-hearted participation and cooperation of the liberal arts people.

CEA Educationist Conference Needed

What can we do, as liberal arts people, and specifically, as members of the College English Association, to implement a cooperative project with the professional Educators? I suggest that we try to show our willingness to participate in a General Education program with the Educators by instituting a series of conferences with their representatives, along the same lines as we have done at the Corning Glass Center, The Kellogg Center and Oldsmobile and other strategic places, with the business leaders who are interested in the Liberal Arts. What could be more appropriate than such a procedure? Education certainly can find good use for the Liberal Arts in setting up an effective General Education program; in fact, it is inconceivable that such a program can exist without them.

I suggest, then, that we now make a move to demonstrate to the Educators that we are eager to cooperate, and that we feel that the time has come for us at least to make a start toward the final objective of ironing out some of the highly controversial issues that have come between us.

I do not suggest surrender to the Educators — God forbid! — or even that horrid word — appeasement. But, for lack of a better term, we might try some arbitration. This could be a chance for the CEA to take an important step forward, by calling a conference to talk with the Educators about the specific problem of General Education for prospective teachers.

EDGAR W. HIRSHBERG

East Carolina College

MICHIGAN TEACHERS' CREED

(Every good teacher will ask himself, from time to time, how clearly he is aware of the principles on which he is acting. One of the best ways for him to find out is to state his beliefs in such a way as to point up contemporary issues in education. Recently three professors of English at the Univ. of Mich.—Warner G. Rice, A. K. Stevens, and Bennett Weaver — tried this exercise and produced the following Michigan Teachers' Creed)

I Believe That

I

The teacher is not one who heads exploring parties wandering over strange lands; rather, he is a guide who knows the trails and leads travelers to a sure destination.

II

We teach that which we are; through character of the instructor the manners and morals of students are influenced and formed.

III

Education should help students to distinguish between right and wrong; it should lead them to prefer the right over the wrong.

IV

Unless the teacher triumphs over popular dogmas which insist that morals are a matter of statistics, that environment dominates will, that the normal is preferable to the excellent, and that self-interest is man's master motive, the efforts of schools to train character will come to nothing.

V

The one is more important than the many, the permanent more precious than the changing; wherefore, as a teacher I must help individuals to find and to adopt those values which are lasting.

VI

The teacher must bring students to realize that self-expression demands discipline, and that advantage is indissolubly linked with duty.

VII

Although many people define the practical in terms of material and corruptible treasures, the teacher dares to define it only in terms of life's highest and most enduring satisfactions.

VIII

The creative powers of the mind and the passion for excellence are greatly to be encouraged.

IX

The teacher will not be concerned with practice to the neglect of principle; in personal habits and in public deeds, in ethics and in citizenship he knows that by in-direction we find direction out.

X

The great validities are nowhere to be found so available as in masterpieces of literature, "the crystallized experience of the most sensitive, reflective and observant minds."

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As the laws now stand, we can enlist all those who can qualify, that have received notice to report for their preinduction physical or those who have taken their preinduction physical.

Remember any of the Service's are only as good as the men who serve in them, and the Navy enlist only the one's of high character and moral.

So why don't you start making preparations for your enlistment in the U. S. Navy.

Check on yourself, and the fellows around you, will you or, them be doing the same thing twenty years from, now or will you be receiving an income sufficient for all your needs or have learned a trade you could use to good advantage when you return to civilian life.

Contact your NAVY Recruiter, DO IT TODAY, DONT DELAY learn how you to, may serve in NAVY BLUE. EARN, LEARN TRAVEL AND RETIRE.

Sincerely your's

General Confusion

The N.R.O.T.C. student who re-

ceived this letter said, "This makes me feel like enlisting in the Marines," but the letter is typical, I fear, of the layman's confusion about the apostrophe and other punctuation.

A contributor to a recent issue of Word Study (May, 1954) recalls the suggestion made "several years ago" that everybody "drop the apostrophe as a useless device." This proposal, he remembers, "brought down . . . many warm objections." He comments, "Apparently the apostrophe is still a mark of linguistic respectability," and goes on to some observations about the infrequent use of 's after words ending in s.

What's Wrong?

I am not recommending that we abandon the apostrophe. But I should like to submit some curious examples of the omission or misuse of it and to ask those of us who teach spelling and punctuation what is wrong with our teaching.

A week ago, driving into Sioux Falls (South Dakota) from the north I saw this on a huge new billboard: HOTEL BLANK SIOUX FALL'S FINEST. Sign painters seem to be notoriously original in their uses of apostrophes. Here are a few more examples seen from highways all the way from Mississippi to Wyoming:

Johnnies radio's,
Pop and Sanwich's,
Pat's Garage,
Mr's Duffeys Good Bread
L'adies Room.

These, I admit, may be the work of illiterates, paid for by equally illiterate shop owners. The follow-

A DILEMMA FOR ENGLISH TEACHERS

In an article called "A Fable for English Teachers," published in the September, 1954, issue of the CEA Critic, J. D. Thomas develops a very interesting argument. If I read the allegory correctly, the argument is directed against what I imagine Mr. Thomas would call "liberals," and it runs like this:

Fire the English Teachers

English teachers used to teach grammar and a complicated set of rules of usage. Then, with changes in school enrollment, these disciplines became harder to teach. Also the teachers discovered that their grammar and usage had no basis in reality. So they stopped teaching them and taught only literature. But the people who paid their salaries were not pleased. So

ing, however, we copied last semester from the writing of college students. The subject matter may shift from sandwiches to Hamlet, but the mistakes are the same:

Hamlet's speech,
Marius'es,
again'st,
author's wives (for author's wife's)
fish won't bite,
fix's nitrogen.

Are these mistakes due to confusion or to careless proofreading? The "carelessness" is not limited to our students. For example, last month our freshman English staff approved and administered a mimeographed final examination in which this sentence appeared (in an exercise in argument): "Bryn Mawr has the highest intellectual standards of all womens' colleges; Harvard has the highest intellectual standards of all mens' colleges." At least our secretary was consistent! As another example, I have recently seen three new or revised texts including a chapter on the use of the library in which Readers' Guide is spelled Reader's Guide (a common misspelling by analogy with Reader's Digest).

New Era?

Am I disturbed about unimportant details? Should we drop a "useless device" about the use of which so much carelessness and confusion exist? Can we clear up such confusion as the use of the commas for the apostrophe or the more frequent insertion of the apostrophe before every final s or between n and t? Or are we entering a new era in typography, one in which — along with interesting experiments with type, indentation, and spacing — may come the courage to abandon an arbitrary "point" introduced by early book makers?

MABEL STRONG
University of Nebraska

all the English teachers got fired.

This argument seems to me devastating. Mr. Thomas is not the first to advance it, but one is always rather startled to encounter it, even in allegory. It is true that English teachers take no Hippocratic Oath when they enter upon their duties. It is true also that most of us, given the choice of teaching what we know to be false and starving, would at least pause. Still we like to think we have some integrity and perhaps can be forgiven for hoping that the alternatives are not quite these.

By All Means, Teach!

For my own part, although I embrace a good deal of what I take to be the "liberal" point of view, I should by no means advocate dropping grammar and usage from the school curriculum. I think every child should know how his language works, should be made to know, even if he doesn't want to, even if it costs him years of effort. I think every child should be subjected to steady instruction in the facts of English usage. Nor do I boggle at old-fashioned methods. If drill is the best way to teach these matters, then let's by all means drill.

But Please — No Hogwash

But I do boggle at putting my tongue in my cheek and teaching what I know to be nonsense. If grammar and usage are to mean what they have meant in the past few generations of English textbooks, then I should certainly rather skip them and teach literature exclusively, or fencing or carpolishing, or anything real. If I am required to maintain that there is only one proper way to use English, that English has eight parts of speech, that writing is the same as speaking only more important, and that language does change but always for the worse — if, in order to keep my job, I am required to uphold such demonstrable hogwash, I won't instantly resign, but I'll certainly begin looking around.

Perhaps Not Better, But

Certainly Different

Mr. Thomas's argument seems to me not very highminded but by no means idle, illogical, or fanciful. It may be that developments in linguistic science are going to get English teachers into trouble. Linguists sometimes appear to assume that their efforts will lead automatically to a better world. They won't, any more than the efforts of the atomic physicists did. But they will certainly lead to a different world, one that English teachers will have to understand and get along in.

PAUL ROBERTS
San Jose State College

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Middle Atlantic CEA Spring Meeting

The purpose, scope and methods of the Introduction to Literature course — all too often, alas, likewise the terminal course — were canvassed by representatives of fifteen colleges at the annual meeting of the Middle Atlantic Group on May 1 at George Washington University, D. C.

The justification of the course was inspiringly expressed by Fred S. Tupper (George Washington). Offering not facts but the human response to facts, Literature is as valid a means of apprehending reality as any science or social science. In the world race between education and catastrophe, the education needed is one reaffirming the humanistic, religious tradition. All students (not merely English majors) respond to life as human beings; we must teach them the values of great literature.

The basic intention differs little between prospective English majors and general students, it appeared from the discussion of Charles Murphy (Maryland) and Virginia Canfield (Goucher). Teaching the introductory course well will serve either purpose.

Colleges of Maryland and the District of Columbia present a surprising variety in course syllabus, it was found by Joseph Hendren (Western Maryland). Instead of a simple classification by survey, type and great books, programs were found combining these and drawing on English, American and/or World Literature.

A hot debate failed to develop among spokesmen for the various approaches. Advantages of the individual types of courses were amicably discussed by Calvin Linton (George Washington), Sterling Brown (Howard), and Owen Aldridge (Maryland). Anne McNamara (Catholic University) championed and demonstrated a method of explication stressing the aesthetic element. "The Textbook Problem" was wittily reviewed by Tip-ton Westfall (George Washington).

The newly elected officers are: President Charles Murphy (Maryland), Vice-President Henry Adams (Naval Academy), Secretary F. B. Williams, Jr. (Georgetown), and Executive Council: Robert Moore, the retiring President (George Washington), and Earl Wasserman (Hopkins), D. W. Hendrickson (Western Maryland), and Charles M. Clark (American).

F. B. WILLIAMS
Georgetown Univ.

South-Central CEA Fall Meeting

The South-Central CEA will meet on Nov. 6, 1954 in conjunction with the 1954 annual meeting of the South-Central MLA at Bil-

oxi, Miss. Following the traditional CEA breakfast at 7:30 a.m. at the Buena Vista Hotel the program will be: "English Class Load and Size in the SC-CEA Area," Rudolph Fiehler, Southern State College, Magnolia, Arkansas; "The Chicago National Meeting of the CEA," Mother Mary Angelica, Our Lady of the Lake College, San Antonio, Texas; "The Reduced Gap: A Report on the 1954 CEA Institute at Kellogg Center," Patrick G. Hogan, Delta State Teachers College, Cleveland, Mississippi.

Current officers of the South-Central CEA are Karl E. Snyder, Texas Christian University, Fort

1955 NATIONAL CEA INSTITUTE

(Seventh CEA Institute
Conference on Industry-Liberal
Arts Exchange)

Time: Apr. 5-7 (Tues.-Thurs.),
1955

Registration: Apr. 5 (11 a.m.).
Concluding Session: Luncheon,
Apr. 7.

Place: Schnectady, N. Y., with
Union College and the General
Electric Co. as hosts.

On Apr. 6, Wed., conference participants will be guests of G. E. through luncheon, reception, dinner. Tour and demonstrations will be held and leading G. E. executives and research leaders will take part. Sessions of Apr. 5 and 7 will be at Union College, where meals and lodging will be provided at very moderate rates.

Theme (tentative): The Liberal
Arts as Ingredients?

Committee: Harold W. Blodgett (Union, Pres. NYCEA); Milton N. Enzer (Yale & Towne); Committee on CEA Institute Development: Maxwell H. Goldberg (CEA Institute Director); Harold Zanzecar (Director of development, Union College); George A. Rietz (Manager, educational grants and service, G. E.); Peter Siegel (CSLEA). Committee to be enlarged.

Cooperating: Center for the Study of Liberal Education for Adults; Univ. of Mass.; NY-CEA.

N.B. Since facilities are limited, CEA members planning to attend should inform the committee by way of Maxwell H. Goldberg. National CEA members will pay a minimum service fee. Following their opportunity to make tentative reservations, invitations will be more widely extended, for the CEA conferences stress varied academic and industry participation, and before long a systematic effort will be made to limit participation.

Worth, Texas, president; Rudolph Fiehler, Southern State College, Magnolia, Arkansas, secretary.

PATRICK G. HOGAN
Chairman, CEA Committee, 1954
Delta State Teachers College

1954 NATIONAL CEA MEETING

Time: Tuesday, Dec. 28.

Place: Washington Room, Hotel
Statler, New York

Theme: SEEING IT WHOLE

Among Speakers: Ernest Earnest (Temple), past president, Penn CEA; author, "Academic Procession"; John Schwertman, director, Center for the Study of Liberal Education for Adults; William R. Gaede, Dean, Brooklyn College.

Schedule: Begins 2:45 p.m., immediately following conference meeting of Edward Foster's NCTE Committee, same room. Ends about 7 p.m., following refreshments, same room.

Program Committee: Robert T. Fitzhugh (Brooklyn), chmn.; Maxwell H. Goldberg (Univ. of Mass.); Peter Siegel, CSLEA.

Committee on Arrangements:
Officers and directors of
GNyceA.

N. B. Since space and facilities are limited, those planning to attend should pre-register, with Bob Fitzhugh, as soon as they can. While preference will be given to CEA members, this is an open meeting; and, after CEA members have had their chance to pre-register, participation will be extended to non-CEA members.

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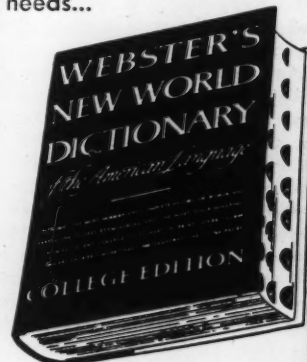
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1954 Nominating Committee

President William L. Werner announces the following as members of the 1954 CEA Nominating Committee: James T. Barrs (Northeastern), chairman; Clyde Henson, Michigan State College; Patrick G. Hogan Jr., Delta State Teachers College.

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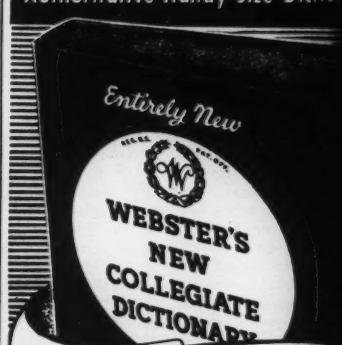
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